Slide 1

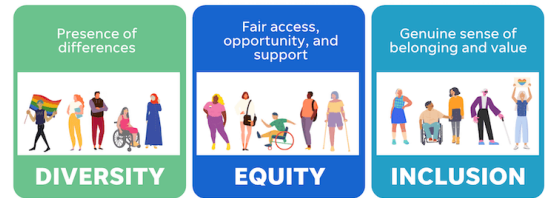**Ideas, Approaches, and Strategies for DEI in the Learning, Design, and Technology Curriculum**

Curtis J. Bonk
Indiana University Bloomington
cjbonk@Indiana.edu
http://curtbonk.com/

1

Slide 2

Reflection: How have you addressed diversity, equity, and inclusion in the past?

Presence of differences	Fair access, opportunity, and support	Genuine sense of belonging and value
DIVERSITY	**EQUITY**	**INCLUSION**

WordStream

2

Slide 3

February 21, 2023
How to Make Your Teaching More Inclusive: Advice Guide
Vijay Sathy & Kelly A. Hogan
https://www.chronicle.com/article/how-to-make-your-teaching-more-inclusive/

How to Make Your Teaching More Inclusive

Advice Guide

3

Slide 4

February 21, 2023
How to Make Your Teaching More Inclusive: Advice Guide
Vijay Sathy & Kelly A. Hogan
https://www.chronicle.com/article/how-to-make-your-teaching-more-inclusive/

Jump to a section:

- Common Questions
- 3 Key Principles of Inclusive Teaching
- 5 Ways to Interact Inclusively With Students
- Ideas for Inclusive Course Design
- How Will You Know If Your Efforts Are Working?
- Resources

Common Questions

4

Slide 5

Think Equity (and social justice, multicultural education, and culturally responsive education)…
Hammond, Z. (2017). *Distinctions of equity chart* [PDF file].
https://crtandthebrain.com/wp-content/uploads/Hammond_Full-Distinctions-of-Equity-Chart.pdf

DISTINCTIONS OF EQUITY

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION

5

Slide 6

Think University Design for Learning (UDL)…
University of California at Santa Cruz
https://citl.ucsc.edu/resources/equity-minded-teaching/udl/

Learning happens when students are able to…

Recognize, perceive, and understand information	Strategize how to learn and successfully demonstrate mastery	Stay motivated, engaged, and participating
recognition networks	strategic networks	affective networks

…so effective teaching of diverse learners includes:

1.	**2.**	**3.**
Multiple Means of Representation	Multiple Means of Action & Expression	Multiple Means of Engagement
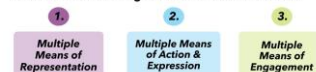
6

Think Diversity...
Teaching & Learning in the Diverse Classroom (Cornell)
https://teaching.cornell.edu/tldc-mooc

7

Think Inclusiveness...
Carnegie Mellon University:
Strategies for Inclusive Teaching
https://www.cmu.edu/teaching/designteach/teach/classroomclimate/strategies/index.html

8

More Inclusiveness...
University of Michigan:
Inclusive Teaching Resources and Strategies
https://crlt.umich.edu/multicultural-teaching/inclusive-teaching-strategies

9

Even More Inclusiveness...
University of Colorado at Denver:
Inclusive Teaching Resources and Strategies
https://www.ucdenver.edu/offices/equity/education-training/self-guided-learning/self-guided-learning/diversity-equity-inclusion-101#ac-starting-the-conversation-safe-vs-brave-space-2

10

More and More Inclusiveness...
Columbia University
Center for Teaching and Learning:
Inclusive Teaching Resources and Strategies
https://ctl.columbia.edu/resources-and-technology/teaching-with-technology/teaching-online/inclusive-teaching/

11

Think Innovative Teaching and Learning...
Indiana University:
Center for Innovative Teaching and Learning
https://diversity.iu.edu/
https://citl.indiana.edu/teaching-resources/diversity-inclusion/dei-resources/index.html

12

Think Hybrid-Flexible Course Design
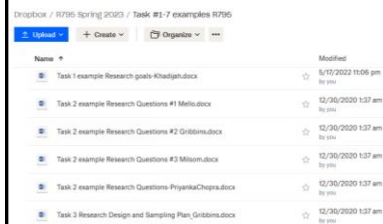https://edtechbooks.org/hyflex

13

20 Ways to Begin to Address Diversity, Equity, and Inclusion

14

#1. **Be Explicit about Expectations (CMU)**
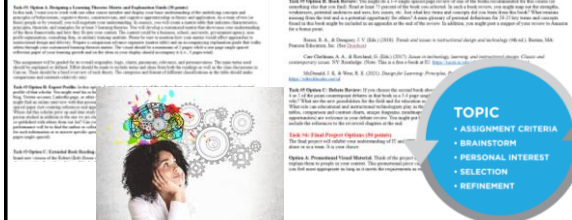(e.g., post sample tasks and rubrics).

15

#2. **Allow Topic Choice in Papers and Projects (CMU)**

TOPIC
• ASSIGNMENT CRITERIA
• BRAINSTORM
• PERSONAL INTEREST
• SELECTION
• REFINEMENT

16

#3. **Allow Choice in Format of Tasks (CMU)**
(e.g., oral presentation, podcast, video, paper, etc.)

silverliningforlearning.org
Episode #1
March 21, 2020

chris dede
curt bonk
punya mishra
scott mcleod
shuangye chen
yong zhao

17

#4. **Give Multiple Opportunities to Perform (CMU)**
i.e., Low stakes feedback...redos and retakes
(e.g., can resubmit papers, retake quizzes, allow grace periods, flexible deadlines, etc.)
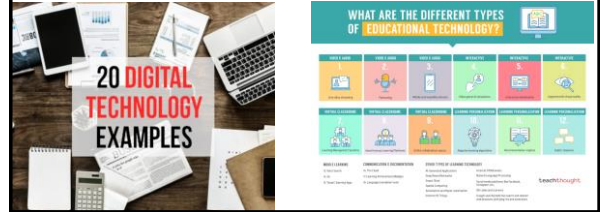
18

#5. Poll Students for Content Preferences (CMU)
(e.g., ask about their concerns, needs, and preferences)

19

#6. Provide Multiple Examples (CMU)
(i.e., connect to those from different cultures, age groups, socio-economic backgrounds)

20

#7. Poll Encourage full participation (CMU)
(e.g., wait time, cards, random number generators, deck of cards, task structuring, sticky notes, etc.)

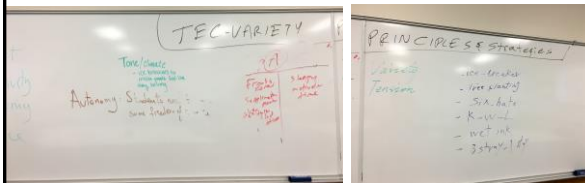

21

#8. Hold Cultural Events
(e.g., food, clothing, music, customs, poetry, etc.)

22

#9. Hold Start and End Class Sessions with Brainstormed Lists (and student voice and action)

23
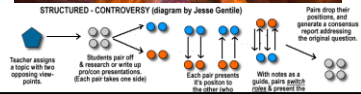
#10. Recognize Class Accomplishments

24

#11. Create Community and Sense of Belongingness (e.g., use breakout rooms)

25

#12. Embed Culturally Diverse Examples in Content and Foster Diverse Perspectives in Activities (CMU & UCSC) (e.g., students take opposite sides of arguments)
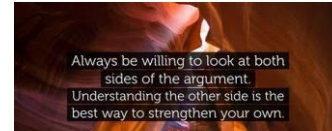
26

#13. Student Muddiest Points or Questions on the Material (CMU)

27

#14. Students Pose Questions (e.g., from blogs, journals, K-W-L, notes on readings, etc.)

28

#15. Students Ask Each Other Questions (e.g., think-pair-share question card trades, fishbowl, reciprocal questioning, etc.)

29

#16. Use Icebreakers Entire Semester These can be activities or questions that are directly pertinent to course learning goals but give students opportunities to share from their individual experience. (UMich)

30

#17. Emphasize Big Picture, Relevance Value, or Larger Purpose of Tasks and Topics (CMU)

31

#18. Make Course Contents Accessible and Open (UCSC)
(OER such as podcasts, films, PDF documents, interactive websites, etc.)
(Readings: print, digital, text-to-speech, audiobooks, video, etc.)

TOP TEXT TO SPEECH SOFTWARE

© www.SoftwareTestingHelp.com

32

#19. Make Use Asynchronous and Synchronous Options (e.g., record any instructor lectures and guest visits) (Columbia University)

asynchronous:
Discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, self-paced courses.

synchronous:
Virtual classroom, live presentations, live text chat, instant messaging, live audio or video chat, live quizzes, live polling

33

#20. Invite Student to Share Resources
(e.g., e-books, videos, blog posts, etc.) (Columbia University)

A global call for sharing

34

Model #1: Education 20/20
20 New Roles of the Instructor

Course Ambassador
Captain
Curator Consumer Advocate
Counselor
Concierge Cook Change Catalyst
Conductor
Camping Trip Guide Comedian
Coach
Consultant Course Expedition Leader Collaborator
Community Organizer Chemist Care Giver
Cultivator Colleague

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Slide 37

Bonk's 20 "Last" Principles of Instruction
(LAST = Learning Activation System Template)
http://travelinedman.blogspot.com/2011/05/bonks-last-principles-of-instruction.html

Flexibility
Support and Feedback
Choice and Options
Nontraditional Learning
Convenience   Spontaneity   Passion and Inspiration
Collegiality   Organization   Relevance and Meaningfulness
Sharing   Trial and Error (i.e., it is ok to fail)
Cheerfulness and Optimism
High Expectations   Purpose and Vision   Expanded Resources
Human Connectedness   #20 ???
Empowerment and Autonomy   Cognitive Apprenticeship

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Slide 38

Model #2: TEC-VARIETY

http://tec-variety.com/
http://tec-variety.com/TEC-VARIETY-Chinese.pdf

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

38

Slide 39

September 2022
Commonwealth of Learning
Khoo, E., & Bonk, C. J. (2022). *Motivating and Supporting Online Learners*. Burnaby, BC, Canada: Commonwealth of Learning. **Free book available: http://hdl.handle.net/11599/4481 and free course available: https://colcommons.org/welcome/coursedetails/8; https://www.colvee.org/**

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Slide 40

September 23, 2022
Motivating and Supporting Online Learners
https://colcommons.org/my-course

40

Slide 41

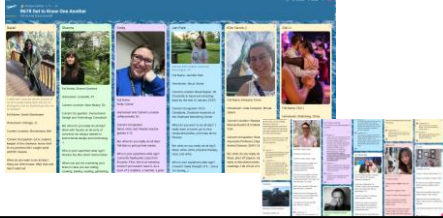**Examples of TEC-VARIETY**

41

Slide 42

1. Tone/Climate:
A. Warm-up question: How are you today?

A. I feel so great, I could be superwoman and superman.
B. I feel really good, thank you.
C. A little tired but still fine and ready to learn from this session.
D. Not sure yet but I am glad to be here today in this session.
E. Not fully here nor there since I have some personal issues that need to be sorted out.
F. Overwhelmed and feeling like I am lost in a lost world.
G. Other.

42

January 13, 2022
1. Tone/Climate: **B.** Course
Introductions
(R678) https://padlet.com/cmsmeltz/h6zbzpdfos6x19l
(R511) https://padlet.com/sunseol/b1yr49ljxwc6smkc

43

April 11, 2022
1. Tone/Climate: **C.** Warm-Up Exercises in
Jamboard: What do you know about XYZ...?
https://jamboard.google.com/d/1kutcrHKtd7z6ATqL1zQmw6MFKuuUKttCGQqm_8MUQ/viewer?f=3

44

April 11, 2020
1. Tone/Climate:
D. Threaded Video Discussions and Questions
(e.g., Flipgrid)
Ed Tech with Adam: https://www.youtube.com/watch?v=hysv0PwqsFs
https://techcrunch.com/2018/06/18/microsoft-acquires-social-learning-platform-flipgrid/

45

December 17, 2022
3. Curiosity, Intrigue, Unknowns:
A. Nelly Cheboi, Twitter
Computer Classes for Rural African Schools
https://twitter.com/nelly_cheboi
Email: nellycheboi@techlitafrica.org
LinkedIn: https://www.linkedin.com/in/nelly-cheboi
Facebook: https://www.facebook.com/kosicheboi

46

November 18, 2022
3. Curiosity, Intrigue, Unknowns:
B. TV Interviews: Paul Kim, Stanford
https://www.youtube.com/watch?v=p9mygFNixqU

47

October 2, 2021
4. Variety, Novelty, Fun, Fantasy:
A. Reverse Brainstorming in Jamboard
https://jamboard.google.com/d/1uf5b2OJdvcjFVlO5qhaIxuGCLQ3xP-mIGPvF7kdJKA4/viewer?f=5

48

February 21, 2023
5. Autonomy, Choice:
B. Find and Rate OER (e.g., Kiron University for Refugees)
https://kiron.ngo/about-us
https://kiron.ngo/

49

5. Autonomy, Choice:
B. Reflect on Podcasts and Webcasts

50

**Pedagogical Uses of the Silver Lining for
Learning Videos/Webcasts**

1. Watch 1 or more SLL episodes and write review or reflection papers.
2. Watch 5 or more episodes and look for themes or common issues.
3. Draft educational change models, frameworks, or systems.
4. Assign students to interview one or more prior SLL participants.
5. Draft mini-chapters based on 10 or more of these interviews into a book.
6. Invite one or more SLL participants to class for a chat or interview.
7. Based on one or more SLL shows have class draft a set of future trends papers.
8. Remix episodes with most informative aspects of videos to create a theme video.
9. Hold online discussion forums on various episodes.
10. Create online role play or debate activities based on different episodes.
11. Have students interview (i.e., a follow-up) one or more of the people from an SLL show
    for a second set of videos or a set of reflection papers.
12. Assign students to categorize, tag, rank, or organize the SLL videos.

51

November 21, 2022
6. Relevance, Meaningfulness:
A. Case Examples (MIT OCW)

Like millions of others during the global Covid-19 lockdowns, Emmanuel Kasigazi, an entrepreneur from Uganda, turned to YouTube to pass the time. But he wasn't following an influencer or watching music videos. A lifelong learner, Kasigazi was scouring the video-sharing platform for educational resources. Since 2013, when he got his first smartphone, Kasigazi has been charting his own learning journey through YouTube, educating himself on subjects as diverse as psychology and artificial intelligence. And it was while searching for the answer to an AI-related question that Kasigazi first discovered MIT OpenCourseWare (OCW).
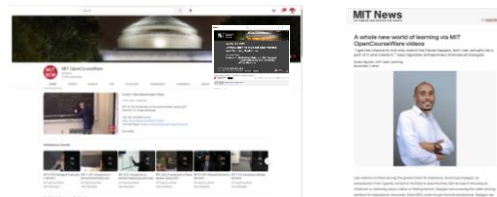
52

November 27, 2021
6. Relevance, Meaningfulness:
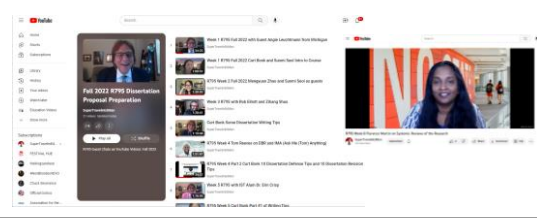**B.** Guest Chats Playlists, R511, Fall 2021
https://youtube.com/playlist?list=PLHcReRoW2lxPeQcA1LKHnjl1lMPIlpKWp

53

November 20, 2022
Fall 2022 R795 Dissertation Proposal Preparation
https://www.youtube.com/playlist?list=PLHcReRoW2lxP5gdJPiUvX0-tJpC5q8Lhe

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9

6. Relevance, Meaningfulness:
C. Expert, Researcher, or Live Author
Interviews and Discussions

Students might read the biography or resume of the guest as well as available articles, books, and other resources about this person. Next, the guest might respond to questions from the class based on these resources.

April 4, 2022, R678 Guest Vanessa Dennen at FSU on Social Media
https://www.youtube.com/watch?v=-OT2UYE4XRU
September 17, 2021, Expert chat session with Richard Mayer (1:17:47):
https://youtu.be/pVo7IRsbgkA

55

March 29, 2022
R511 Week 11 Questions and Answers With Dr. Thiagi
(1 hour, 15 minutes)
Single Camera View: https://youtu.be/4OGhwJSaFAo
Multiple Camera View: https://youtu.be/EssDmqU030g

56

March 25, 2022
Dr. Shameem Farouk, Malaysia
https://iu.mediaspace.kaltura.com/media/t/1_zwqeanef

57

March 22, 2022
R511 Week John Aaron Graves, Ph.D.,
Change Management Consultant, San Francisco
https://youtu.be/dBJhRXsL9Uo

58

Pedagogical Uses of Shared Online Videos

1. Watch and write review papers
2. Watch and look for themes or common issues
3. Draft educational change models, frameworks, or systems
4. Interview prior participants
5. Draft mini-chapters based on episodes into a book
6. Write future trends papers
7. Remix episodes
8. Tag, rank, or categorize the episodes
9. Online discussion forums on episodes
10. Online role play or debate different episodes

59

Fall 2019, R511
7. Interactive, Collaborative:
A. Team Article Debates
Nuclino (like a wiki...may delete by mistake)
https://www.nuclino.com/

60

10

Slide 61

June 27, 2020
10. Yields Products, Goals:
A. Design Products (students created infographics, brochures, timelines)
Canva is an online design program that does not require much design skills.
You can design professional looking brochures, infographics, PPTs, flyers, and syllabus for free.

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Slide 62

February 15, 2023
10. Yields Products, Goals:
B. Strong Schools, Afghani Women
Asian University of Women
https://pressbooks.pub/schools/
file:///C:/Users/18123/Downloads/Strong-Schools-1674597042.pdf

62

Slide 63

February 18, 2023
Social Justice for Afghani Women
Asian University of Women
https://silverliningforlearning.org/episode-140-bans-dont-work-in-an-open-world-afghan-women-find-educational-opportunities-in-bangladesh/

63

Slide 64

Make Commitments:
Stop and Share in Chat Window:
Which principle(s) of TEC-VARIETY will you use?

Tone/Climate
Encouragement, Feedback
Curiosity

Variety
Autonomy
Relevance
Interactive
Engagement
Tension
Yields Products

What motivates?
1. **Tone/Climate:** Psychological Safety, Comfort, Sense of Belonging
2. **Encouragement:** Feedback, Responsiveness, Praise, Supports
3. **Curiosity:** Surprise, Intrigue, Unknowns
4. **Variety:** Novelty, Fun, Fantasy
5. **Autonomy:** Choice, Control, Flexibility, Opportunities
6. **Relevance:** Meaningful, Authentic, Interesting
7. **Interactivity:** Collaborative, Team-Based, Community
8. **Engagement:** Effort, Involvement, Investment
9. **Tension:** Challenge, Dissonance, Controversy
10. **Yielding Products:** Goal Driven, Purposeful Vision, Ownership

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Slide 65

Poll: Any light bulbs going off in you head so far?

a. Yes definitely...many of them...pop...pop...pop!
b. Yes, several times.
c. Yes maybe!
d. Not yet (but hopefully soon...)
e. Nope. Darn it my brain is not working today.
f. There's no hope with this idiot presenting.

65

Slide 66

Model #3: The R2D2 Model:
Read, Reflect, Display, Do...

66

11

The R2D2 Model

1. Read (Auditory and Verbal Learners)
2. Reflect (Reflective Learners)
3. Display (Visual Learners)
4. Do (Tactile, Kinesthetic, Exploratory Learners)

67

1. Auditory or Verbal Learners

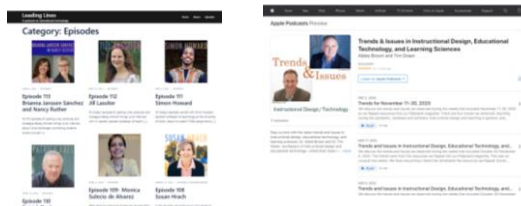- **Auditory and verbal learners prefer words, spoken or written explanations.**

68

November 21, 2022
Read 1a. Listen to Podcasts
(e.g., Educational: https://discoverpods.com/educational-podcasts/)
Leading Lines: A Podcast on Educational Technology
https://leadinglinespod.com/category/episodes/
Trends & Issues in Instructional Design, Educational Technology, and Learning Sciences
https://podcasts.apple.com/us/podcast/trends-for-november-11-30-2020/id7882370247i=1000501117276

69

June 15, 2022
Read 1a. Listen to Podcasts
Leaders & Legends of Online Learning,
Dr. Mark Nichols' Podcast
https://onlinelearninglegends.com/podcast/062-dr-george-veletsianos/
In this episode, Open Polytechnic of New Zealand Executive Director Dr. Mark Nichols chats with Dr. George Veletsianos, Royal Roads University in Victoria, British Columbia. George talks about his history and research in online education, and his ongoing challenges to the false dichotomy of online and in-person learning.
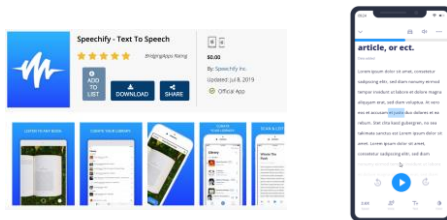
70

January 20, 2016
Read 1b. Text to Audio
(e.g., Speechify; https://www.hsalfrank.com/speechify)
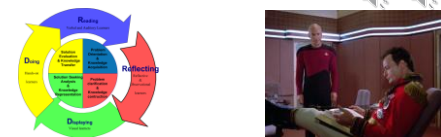
71

2. Reflective and Observational Learners

- Reflective and observational learners prefer to reflect, observe, view, and watch learning; they make careful judgments and view things from different perspectives
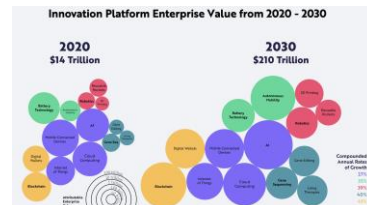
72

Slide 73

Reflect 2a.
Online Role Play or Debate
(e.g., documentary production)

• Controller/Executive Director/CEO/Leader	• Artist/Idea Person/Visionary/Muse	• Optimist/Open-minded/Idealist
• Connector/Relator/Linker/Synthesizer	• Planner/Predictor/Guesser/Flowcharter	• Robotic/Information Dumper/Spock-like
• Decider/Judge/Settler	• Organizer/Starter/Founder/Initiator	• Absent Minded/Stumpler/Dense/Aimless
• Devil's Advocate/Critic/Censor	• Questioner/Ponderer/Protester	• Coach/Facilitator/Inspirator/Trainer
• Reflector/Thinker/Speculator/Observer/Watcher	• Adventurer/Discoverer/Explorer/Traveler	• Guide/Mentor/Teacher/Scaffolder
• Warrior/Debater/Arguer/Conqueror/Bloodletter	• Mediator/Negotiator/Compromiser/Peacemaker	• Humanitarian/Do Gooder/Fund Raiser
• Idea Squelcher/Biased/Preconceiver	• Watchdog/Evaluator/Measurer	• Funny/Humorous/Comic/Witty
• Slacker/Slough/Slug/Surfer Dude	• Creative Energy/Inventor/Generator/Brainstormer	• Advisor/Responder/Helper/Tutor
		• Worldly/Wiseperson/Sage/Guru/Spiritual Leader

Example 2: Scaffolding…in the form of structuring the online environment and engagement e.g. reflective roles, self-coding, timely-engagement of instructors or otherwise you have "serial monologues."

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Slide 74

November 25, 2021
Reflect 2b. Interpreting Interactive Graphs and Infographics
ARK Invest
https://ark-invest.com/articles/portfolio-construction/equity-market-cap-associated-with-innovation/

Innovation Platform Enterprise Value from 2020 – 2030

74

Slide 75

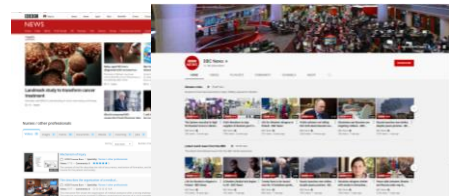### 3. Visual Learners

• **Visual learners prefer diagrams, flowcharts, timelines, pictures, films, and demonstrations.**

75

Slide 76

March 31, 2022
Display 3a. Short Educational Videos:
Anchored Instruction/Macrocontext
BBC News
https://www.youtube.com/c/BBCNews/featured

76

Slide 77

September 4, 2021
Display 3b. PMI in Jamboard
https://jamboard.google.com/d/1Ki1vX4iXa2RgES0H58laB_cW-LieoEUzMDDFj88eP00/viewer?f=4
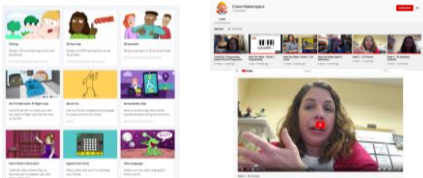

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Slide 78

4. Tactile/Kinesthetic Learners

• **Tactile/kinesthetic senses can be engaged in the learning process are role play, dramatization, cooperative games, simulations, creative movement and dance, multi-sensory activities, manipulatives and hands-on projects.**

78

April 23, 2020
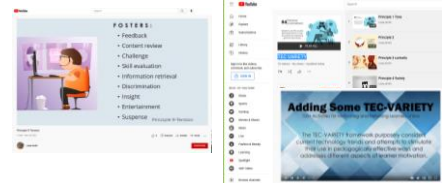**Do 4a.** Demonstration Videos
Crane Makerspace, Tina Closser
https://www.youtube.com/channel/UCbeWfFd9g7pZ0JMBl9TBtSw?view_as=subscriber
https://sites.google.com/view/cranetech/home
https://projects.raspberrypi.org/en/projects

79

November 18, 2021
Do 4b. Student Explanatory Videos
Linda Smith
https://youtube.com/playlist?list=PLGodJOg20AHBKkIp7LE7SBJpygxVeHd4K

80

Do 4c. Student Book Projects
e.g., Transformative Teaching Around the World

81

Model #4: The Hyper-Engaging Framework
METC^3

Educational Technology

82

83

84

August 27, 2021
Brainstorming in Padlet
What is Education 3.0?
https://padlet.com/basdogan2/ywl19ct98styolbw

85

February 14, 2022
Questions for Guests in Jamboard
or an AMA (Ask Me Anything)
https://jamboard.google.com/d/1BW2GB3aiVg035h5hx1dNaMwOo_2RUc
NTUuo7mrlSEjg/viewer?f=2

Bloomington Group #1
"Ask Curt Anything" About Instructional Strategies

86

CRITICAL THINKING

87

September 4, 2021
Pros and Cons in Jamboard
https://jamboard.google.com/d/1KJ1vX4iXa2RgES0H58iaB_cW-
LieoEUzMDDFj88eP00/viewer?f=15

#7. What did you learn last week about R2D2 and TEC-VARIETY?

88

September 4, 2021
Venn Diagrams in Jamboard
https://jamboard.google.com/d/1ufSb2OJdvciFVIQ5qhaIxuGCLQ3xP-
mlGPvF7kdjKA4/viewer?f=5

89

COLLABORATION

90

September 24, 2020
Breakout Rooms
**How Do You Make Zoom Breakout Rooms Less
Boring?, Expectations, Share a link, Introductions**
Bonni Stachowiak (Columnist), Ed Surge
https://www.edsurge.com/news/2020-09-24-how-do-you-make-zoom-breakout-rooms-less-boring

91

February 7, 2022
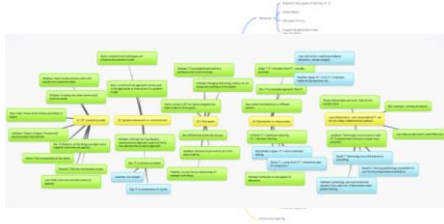**Reflection Team Activities in
Jamboard**
https://jamboard.google.com/d/1XkXikFNUCJBvVg7qYhd6N73NZQ8cV60F
c8KgeY7TneU/viewer?f=6

Week Article #4 Themes and Questions

92

February 27, 2022
Discussion Recap in Mindmeister
https://www.mindmeister.com/map/2198250344?t=ZX2d0zv6qO

93

**Poll: How many ideas did you get
from this talk now?**

1. 0 if I am lucky.
2. Just 1.
3. 2, yes, 2...just 2!
4. Do I hear 3? 3!!!!
5. 4-5.
6. 5-10.
7. More than 10.

BRAINY IDEAS

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Any Questions or Comments?

Slides at: TrainingShare.com (go to "Archived Talks)
Free book #1: http://tec-variety.com/
Free book #2: http://hdl.handle.net/11599/4481
Free course: https://colcommons.org/welcome/coursedetails/8;
Papers: PublicationShare.com
Curtis J. Bonk, IST Professor
cjbonk@indiana.edu; http://curtbonk.com/

ADDING SOME
TEC-VARIETY

Motivating and
Supporting Online
Learners

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